



## Equality Policy

This equality policy will be reviewed annually by the pupil and personnel committee of the governing body.

Date of last review: Autumn 2018

Date of next review: Autumn 2019

## Aims

This policy has been developed in response to The Equality Act which came into force on 1 October 2010, bringing together over 116 separate pieces of legislation into one single Act. Combined, they make up a new Act that will provide a legal framework to protect the rights of individuals and advance equality of opportunity for all. The Act simplifies, strengthens and harmonises the previous legislation to provide Britain with a new discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

The nine main pieces of legislation that have merged are:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995
- The Employment Equality (Religion or Belief) Regulations 2003
- The Employment Equality (Sexual Orientation) Regulations 2003
- The Employment Equality (Age) Regulations 2006
- The Equality Act 2006, Part 2
- The Equality Act (Sexual Orientation) Regulations 2007

It has been designed to help staff meet the duty to:

- Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct.
- Advance equality of opportunity between those who have a **protected characteristic** and those who do not.
- Foster good relations between people who share a **protected characteristic** and those who do not.

## Principles

At Carlton le Willows Academy all learners, their parents and carers and all staff are of equal value. Staff and Governors are aware of the **protected characteristics** applicable to school:

- Disability
- Ethnicity, culture, national origin and national status
- Gender and gender identity
- Religion, religious affiliation, faith background
- Sexual orientation
- Pregnancy
- Age
- Marriage/civil partnership.

In common with most public bodies, we accept the Stephen Lawrence definition of a racist incident to cover all forms of prejudice:

“A **hate incident** is any incident which is perceived by the victim or any other person to be motivated by the offender’s prejudice against people because of their age, disability, gender, race, religion, sexual orientation or other reason.”

## **Ethos and organisation**

Equality and diversity principles based on the previously mentioned ‘**Three Aims**’ will be embedded in our daily practices, policies and the processes of decision-making, including:

- Admissions, induction and attendance.
- Pupils’ progress, attainment and achievement.
- Pupils’ personal development, welfare and wellbeing, particularly in relation to anti-bullying and safeguarding.
- Parental/carer involvement.
- Working with the wider community and community cohesion.
- Behaviour, discipline and exclusions.
- Staff recruitment, retention and professional development.
- Inclusion, for example, curriculum access and participation.
- Teaching styles and strategies.

Equality analysis is used to consider the effect of policies and organisational change on different groups protected from discrimination by the Equality Act. It helps leadership to identify practical steps to tackle any negative effects or discrimination, to advance equality and to foster good relations.

## **Dealing with discriminatory incidents**

We recognise that prejudice-driven harassment or bullying behaviour is underpinned by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, ageism or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

Through our school ethos and curriculum, we want our pupils to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We record information about all discriminatory incidents and this is reported to governors. We use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

## **Roles and Responsibilities**

The governing body is responsible for ensuring that the school complies with current legislation, and that this policy and its related procedures and strategies are implemented.

The head teacher is responsible for implementing the policy; for ensuring that all staff, governors and visitors are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

A senior member of staff - Deputy Head Teacher (Inclusion) has day-to-day responsibility for co-ordinating implementation of the policy.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- challenge and deal with any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum
- support students in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.
- ensure that students have the opportunity to have their voices heard with regards to equality issues

The following guidance to staff for dealing with **discriminatory incidents** should be followed:

1. Stop the incident and comfort the victim.
2. Reprimand the offender as appropriate and inform the victim that action has been/will be taken.
3. If the incident is witnessed by other pupils tell them it is wrong.
4. Record as much information as possible on paper or the Discriminatory Incident Report Form (appendix 2) and append any further detail, for example, witness statements.
5. Tell those involved that the details will be passed onto a member of senior staff since it is so serious.
6. Inform the most appropriate or immediately accessible member of senior staff and pass on all relevant documentation.

Senior staff/House Leaders

7. If this has not already taken place, interview the victim and offender, underlining the seriousness of the incident and explain that you are filling in an official monitoring form (Discriminatory Incident Report Form).
8. Decide on the action to be taken and inform both sets of parents if they have not already been informed.
9. Inform the Deputy Head Teacher (Inclusion) and pass on the completed Discriminatory Incident Report Form together with any other relevant papers.
10. The Deputy Head Teacher will keep a log of all discriminatory incidents and provide a report to the Academy Governors as required.

### **Information and resources**

Equality data will be collated and published in the autumn term of every year so that it can incorporate a review of the previous year and include information on pupil achievement. This information will present the ethnic and gender profile of pupils and special needs pupils receiving extra support. Information about achievement, attendance and exclusions will also be made available

An equality action plan will be published by the end of the autumn term to coincide with the Academy improvement plan cycle. This will set four year objectives, to be reviewed annually, and some of these will evolve from the equality data and consultation with stakeholders. The purpose of the plan is to inform developing practice and lead to continuous improvements.

Parents and pupils will be able to access the policy on the Academy website and the action plan will be available on request.

### **Staff development and training**

We ensure that all staff, including support and administrative staff receive appropriate training and opportunities for professional development, both as individuals and as groups or teams. Equalities policies and practices are covered in all staff inductions.

## **Monitoring and evaluation**

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. In particular we collect, analyse and use data relative to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin, socio-economic circumstances, gender and age. We ensure that the commitments embodied in this policy permeate the full range of our policies and practices.

The impact of the policy will be assessed annually through comparisons of equality data in the autumn term and the annual review of the action plan by senior staff. An evaluation will be included in the Head Teacher's annual report to governors. Questions relating to equality are incorporated into the annual stakeholder surveys completed by pupils, staff and parents. Equality objectives are included in the Academy improvement plan and there is a comprehensive programme of consultation through the staff and parent forums.